

Everything I Needed to Know I Learned at the Math Wall

(Pre-teaching the Standards)

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11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100

January

Days in school
hundreds tens ones
8 1

Math in My World

Write an Example

01/06/2011



First Grade Standards

Number Sense - ALL

- 1.1 Count, read, and write whole numbers to 100
- 1.2 Compare and order whole numbers to 100, using symbols for less than, equal to, or greater than
- 1.3 represent equivalent forms of the same number
- Count and group objects in ones and tens
- 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value
- 2.1 Know the addition facts and the corresponding subtraction facts and commit them to memory
- 2.2 Use the inverse relationship between addition and subtraction
- 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number
- 2.4 Count by 2s, 5s, and 10s to 100
- 2.5 Know the meaning of addition and subtraction
- 2.6 Solve addition and subtraction problems with 1 and 2 digit numbers
- 2.7 Find the sum of three 1-digit numbers
- 3.1 Make reasonable estimates when comparing larger or smaller numbers

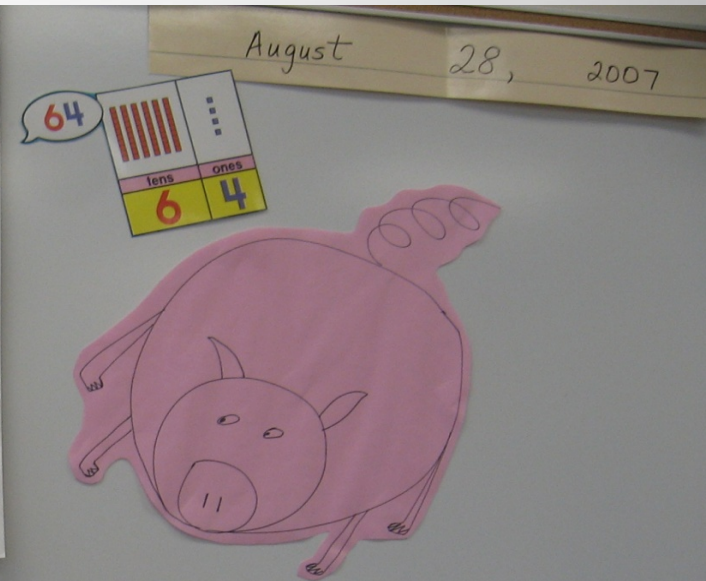


First Day of School



First Day of School

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



$\text{---}^{(x)} \text{ groups of } \text{---} = \text{---}$



How many days have we been in school?



2nd Day of School

Be Respectful

Listen Carefully

Work Quietly

Be Considerate

Follow Directions

Play Safely

Saturday

Sat.

4

11

18

25

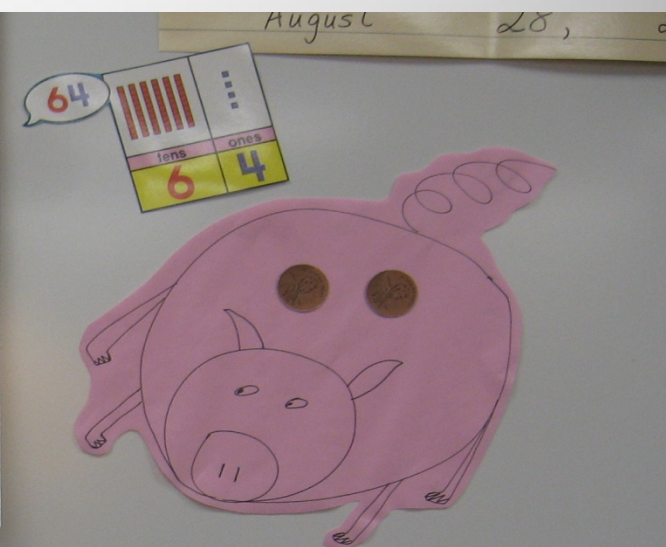
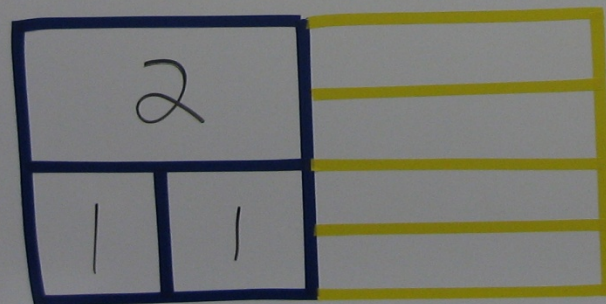
ten's

2

ones

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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11



(x) groups of =



Doubles! Put It in Your Brain & Say It Again



Proving that 9 is an Odd Number



Students make 26¢ on Sept. 26



Using Tally Marks to Count by 5

Tallyland

|||| | ||| | ||| | ||| |

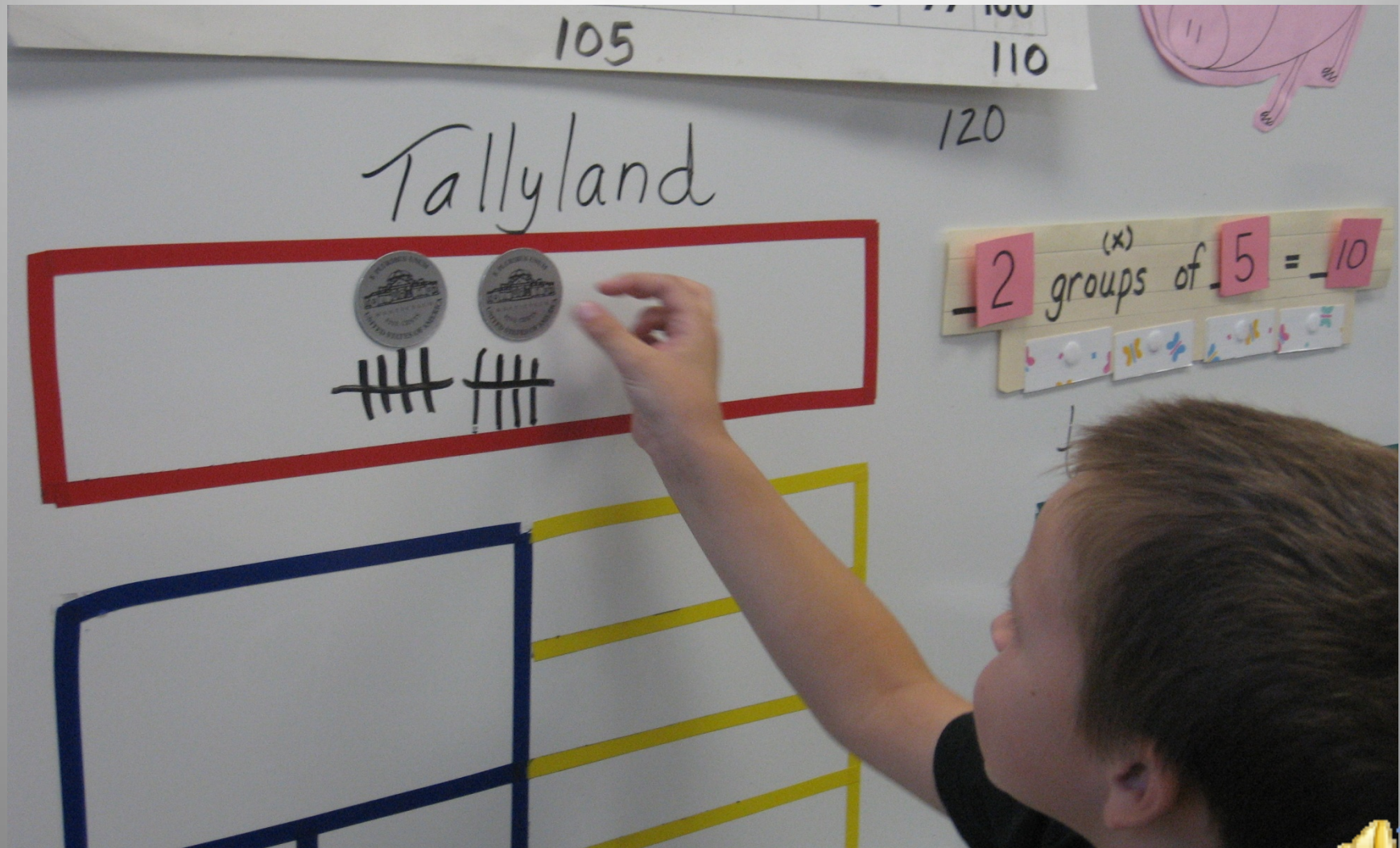
26

$$16 + 10 = 26$$

$$10 + 16 = 26$$



Tallies Cue Another Coin Combination



Whole-Part-Part Relationship

26

$$16 + 10 = 26$$

$$10 + 16 = 26$$

16

10



Beginning to Understand Related Facts



Demonstrating strategies

Build a Model

Draw an Example

Write a Math Sentence

$12 = 10 + 2$

$12 = 6 \times 2$

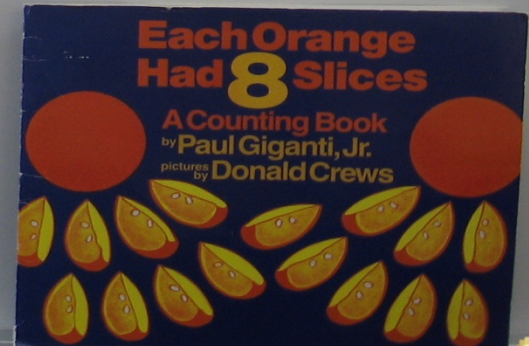
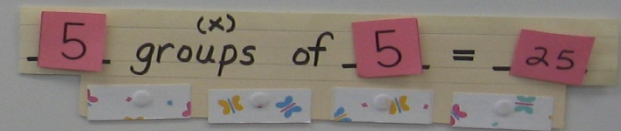
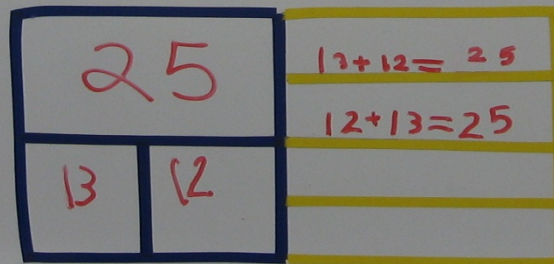
01/12/2011

Students enjoy maintaining the math wall

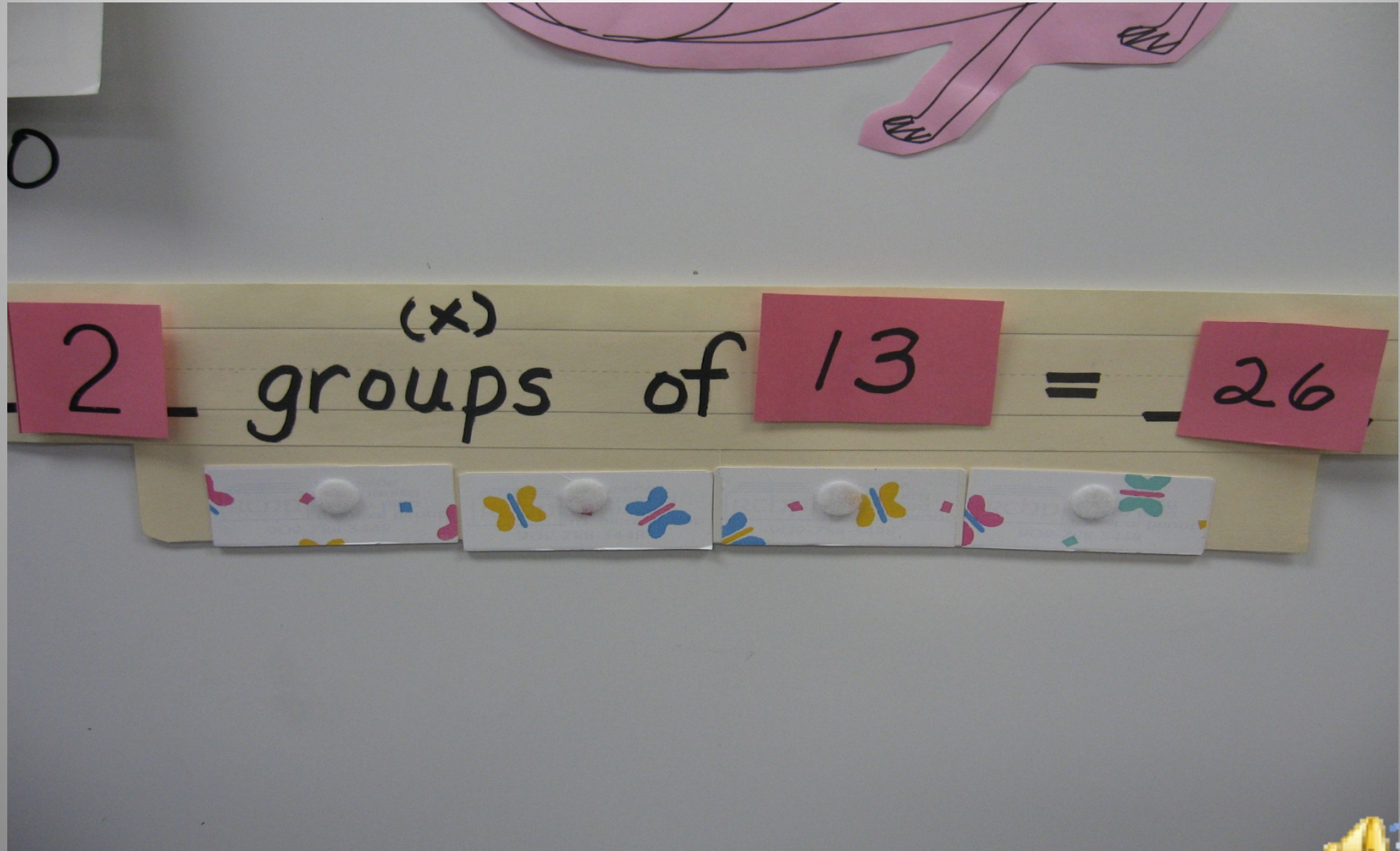


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105 110 120



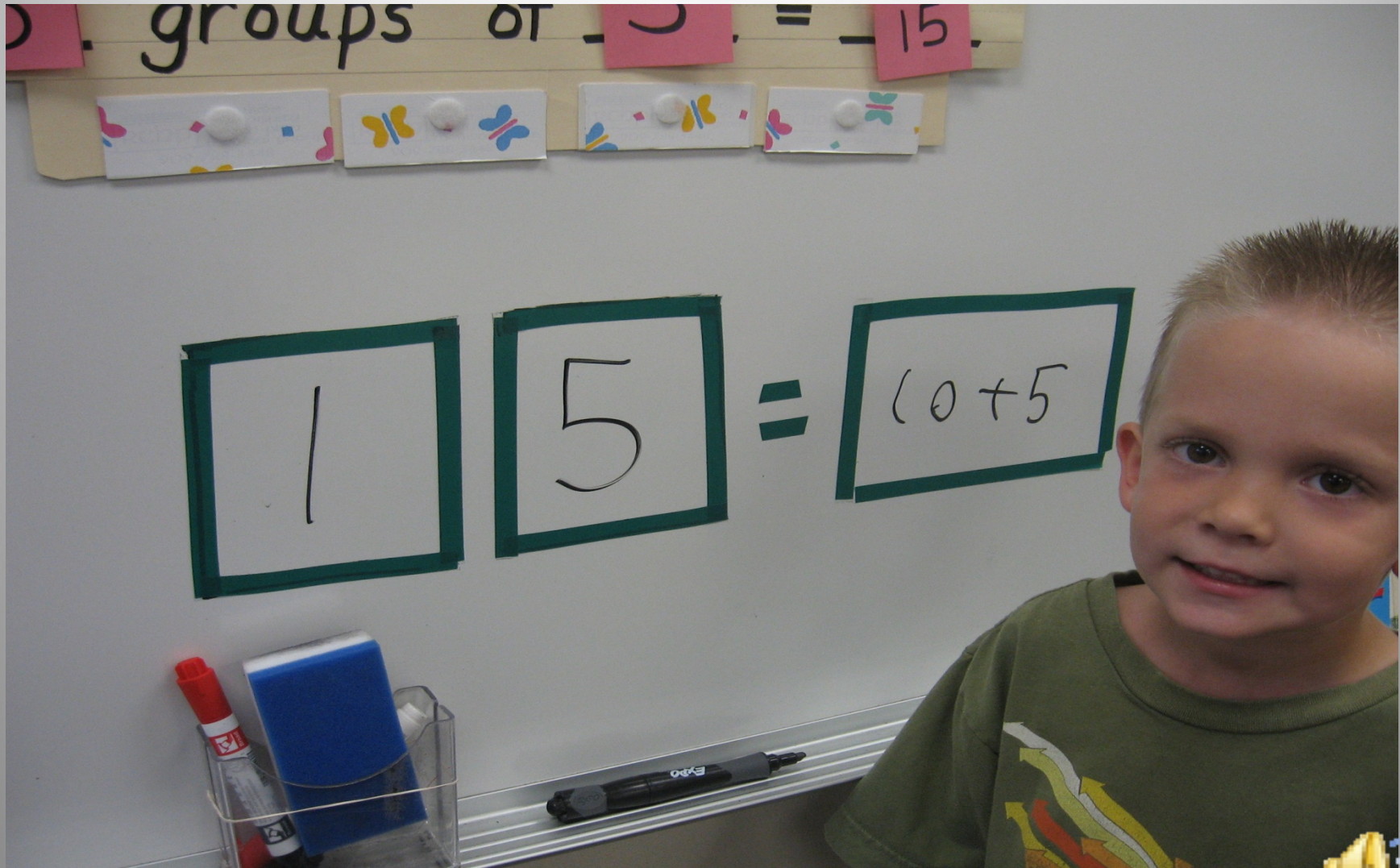
Introducing Equal Groups



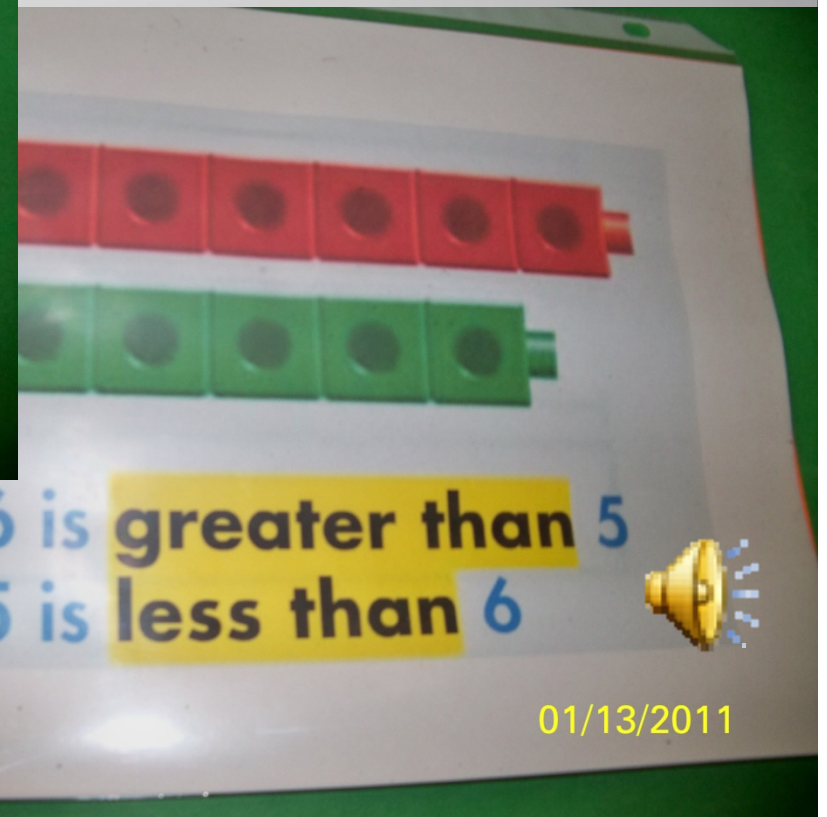
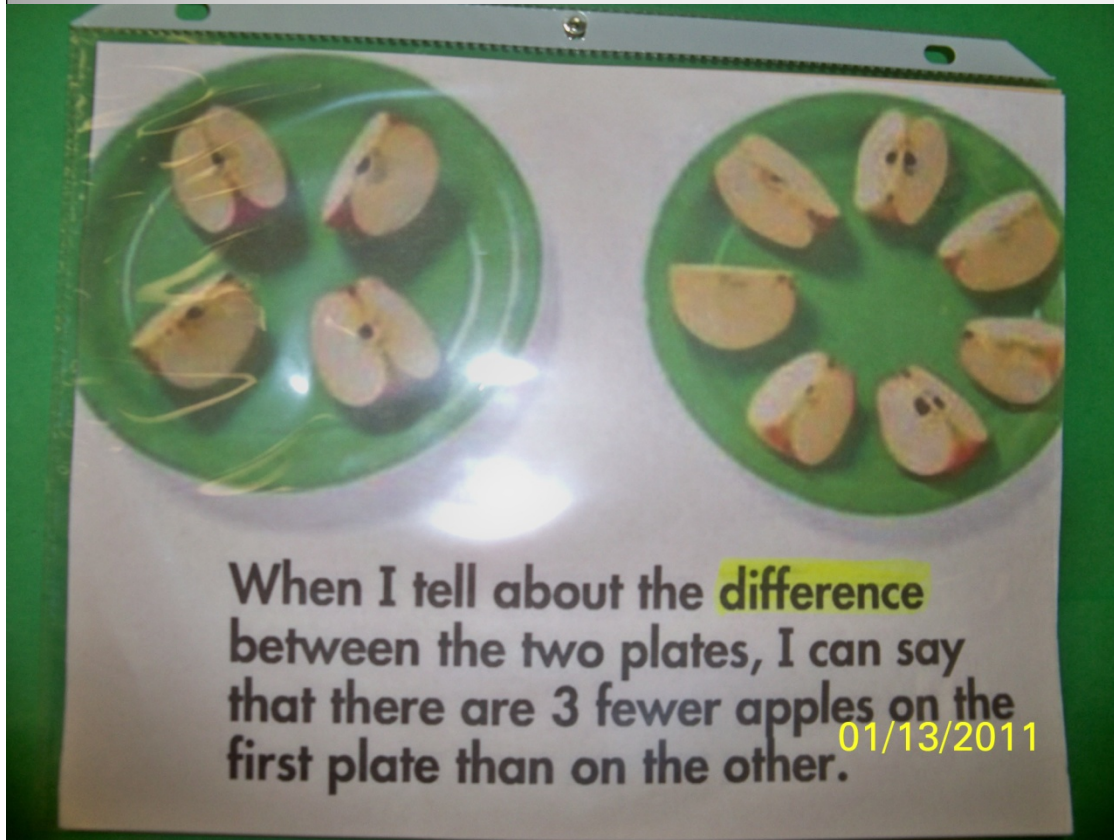
Making Equal Groups



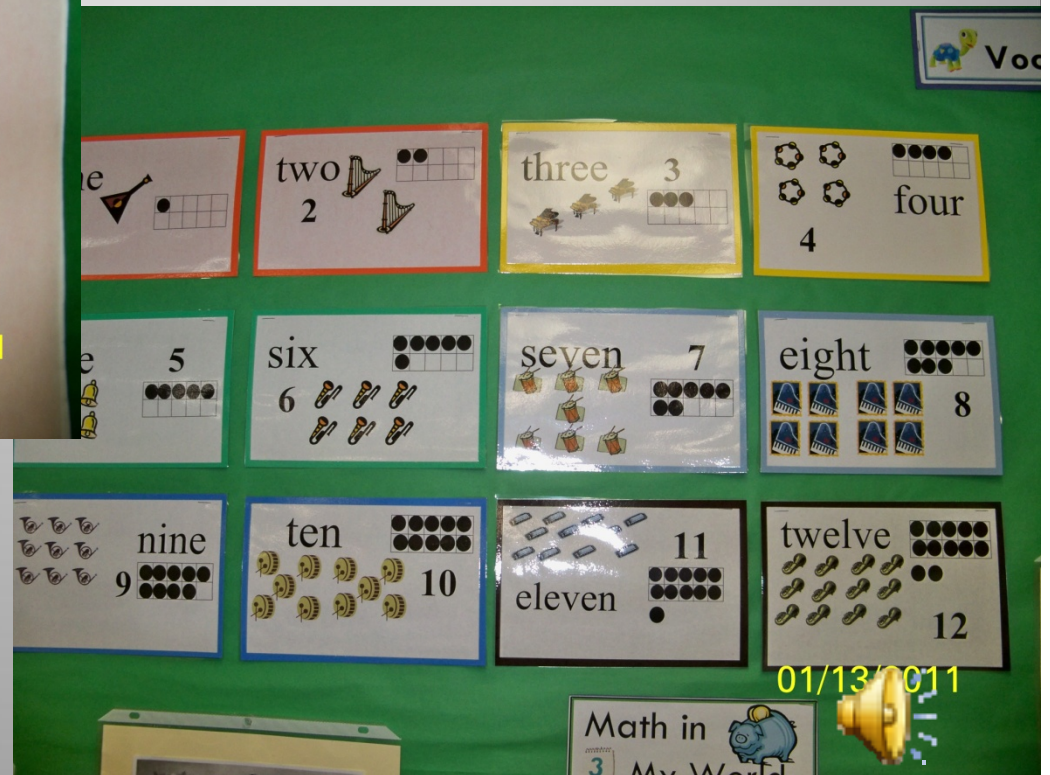
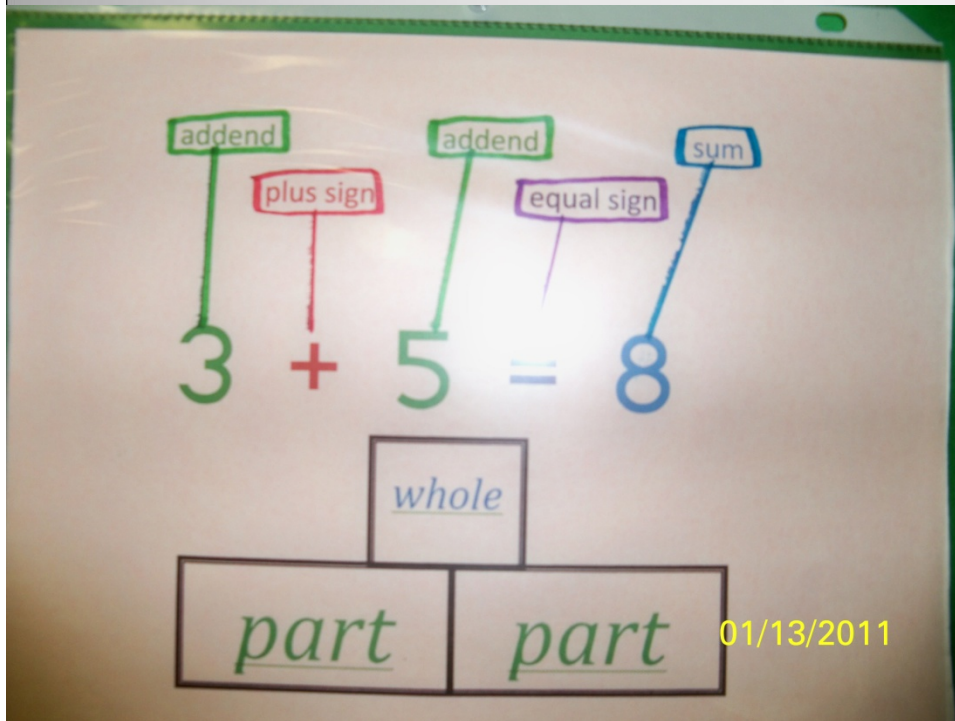
Learning to Expand



Using enVision resources



Creating my own resources



Math Wall = Preteach + Reteach



To "sum" it up

Set comfort level/expectations	<i>Make it fun! Have students come to the Wall and perform math tasks on a daily basis. Provide "helpers" when necessary. Allow students to bring 10-trains with them, provide opportunities to use them appropriately.</i>
Frontload/Pre-teach	<i>If you know it's coming...be prepared. Do not wait for that Topic to introduce difficult concepts/skills. Make sure your Wall provides small doses of your math curriculum on a continuing basis. (e.g. Place value, money, data organization, etc)</i>
Reinforce	<i>Once you have taught a lesson, you can reference that lesson as you go through your routine. "We know that the Family will have how many facts?" "How are the rectangles and squares different? The same?" Always use academic vocabulary.</i>
Ongoing Practice	<i>Your POD is an excellent quick start for components that are on your Wall. It will usually lend itself to "Build, Draw, Write" and/or the bar model. Allow students to bring manips to the wall and solve. Leave POD on or near the Wall.</i>
Extend	<i>Students will inform you when they are ready to extend. Let your routine grow accordingly. Do not introduce too much too fast. This is not the time to launch into a lesson.</i>
Make concepts accessible	<i>Use a song, a poem, a chant; keep students actively engaged and keep their stress level low. Although it may seem quick, remember that your students will hear this routine (and vocabulary) every day for 181 days! This repetition is important.</i>
Model	<i>Take this opportunity to "think out loud". Invite students to think out loud with you.</i>
Other	<i>As you develop your Wall and routine, keep your Standards in mind. Always communicate to your students what you are doing and what you expect of them. As they meet your expectations, your time will free up to include additional fun and instruction.</i>